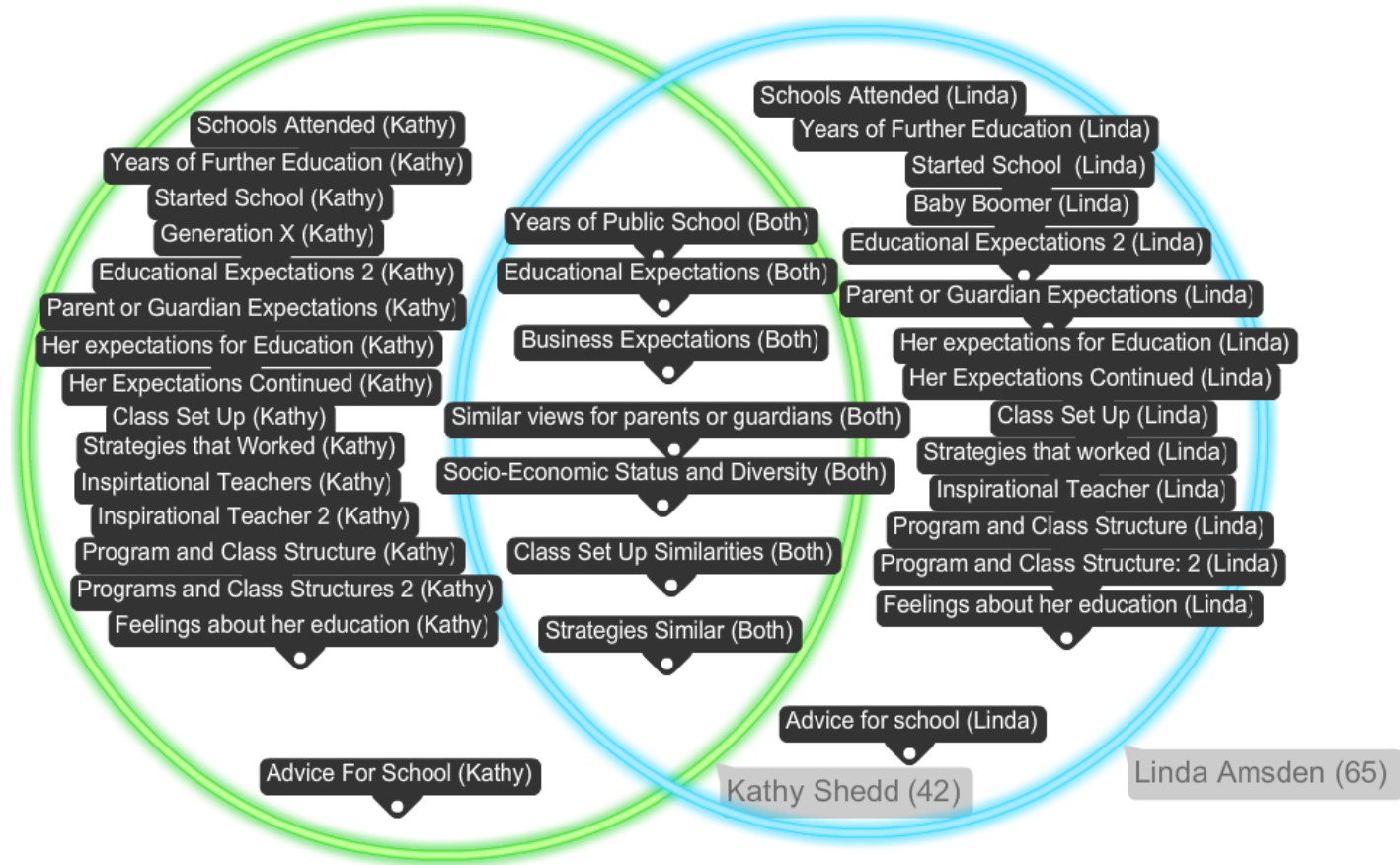
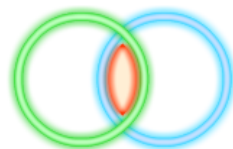


VENN DIAGRAM

Generations Apart

By: Megan





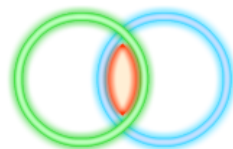
VENN DIAGRAM

Generations Apart

By: Megan

Items:

- **Schools Attended (Kathy)**
Millinocket Public Schools and University of Maine in Orono (one year).
- **Schools Attended (Linda)**
Dexter School System, Dexter High School, and University of Maine in Farmington (class of '71)
- **Years of Public School (Both)**
Both attended 13 years of public schooling from their hometowns.
- **Years of Further Education (Kathy)**
1 year of college and a few courses here and there for manager job.
- **Years of Further Education (Linda)**
4 year in college (University of Maine at Farmington) and 4 years part-time getting masters.
- **Started School (Linda)**
She started school in 1954.
- **Started School (Kathy)**
Started school in 1977
- **Baby Boomer (Linda)**
Born in 1949.
- **Generation X (Kathy)**
She was born in 1971.
- **Educational Expectations (Both)**
They were expected to be in school, do their work, behave, and learn what was taught. Expectations today are similar but the judgement is placed differently.
- **Educational Expectations 2 (Kathy)**
You need college to reach the American Dream set out before. Used to be a mill town where they were expected to work at the mill so when she was in school they enforced college instead.
- **Educational Expectations 2 (Linda)**
She was not encouraged to go to college based on education many could get away with just a diploma. They often just got jobs working in the mill. She went to college to avoid this fate.
- **Parent or Guardian Expectations (Linda)**
Wasn't really spoken more like expected that they would listen in school and learn the material. They were supposed to behave and be serious. The good behavior expectation was higher than the academic
- **Parent or Guardian Expectations (Kathy)**
didn't really push her. She wished her parents were more involved in school. Her parents didn't have as much expectation because they did not finish school themselves. They did expect her to get a job.
- **Similar views for parents or guardians (Both)**
They were both encouraged to work. Both had an emphasis on expectations that were not exactly academically related due to parent background.
- **Business Expectations (Both)**
Well both towns were mill towns so people were expected to do manufacturing work. However, both towns were small maine towns and the big jobs and business work was given to big wigs from other places.
- **Her expectations for Education (Linda)**
She never really voiced her opinion on education to teachers like students do now. They were expected to take responsibility for their education. She was very into her education and wanted to pursue...
- **Her Expectations Continued (Linda)**
More educational opportunities trying to avoid the common jobs at the mill that most got after high school.
- **Her expectations for Education (Kathy)**
a. Back then I didn't really have any expectations for myself but now as I look back I wish I would have done better. I was working and would have rather worked and made money then be at school.
- **Her Expectations Continued (Kathy)**
She now informs her employees that school comes first and that they should not take school for granted.
- **Class Set Up Similarities (Both)**
They were generally set up in rows with teacher in the front.



VENN DIAGRAM

Items:

- **Class Set Up (Kathy)**

They changed classrooms in the older grades only. She remained in same class when younger. Had discussions and set up for these in some classes.

- **Class Set Up (Linda)**

Traditional Set Up.

- **Strategies Similar (Both)**

Generally a lecture with occasional discussion that is teacher led.

- **Strategies that worked (Linda)**

She had to make the strategy work for her because it was the only strategy the teacher did. All work was monitored and such making it hard to know anything else.

- **Inspirational Teacher (Linda)**

Mrs. Hammond, showed the elegance of math and loved math. She showed them the beauty of how numbers come together. Showed them the fun of finding the right solution to a problem. Let her teach class.

- **Strategies that Worked (Kathy)**

Discussion and hands on learning worked for her best. Unfortunately, she did not receive this type of learning until college. Meaning she struggled with lecture setting throughout other grades.

- **Inspirational Teachers (Kathy)**

b. My communications teacher in college because she was all about team building and group work which was something she enjoyed the most. She was a business woman who knew she could do it if she tried.

- **Inspirational Teacher 2 (Kathy)**

c. High school art teacher encouraged her to be on yearbook and taught her so much about art and looked at things a lot differently making the class more enjoyable. Hated art before and loved it after.

- **Socio-Economic Status and Diversity (Both)**

Both were from very small towns with little diversity and not much of a way of telling who someone was based on SES.

- **Program and Class Structure (Linda)**

They had three levels, College-bound, business, and general. She was in the college bound programs because she wanted to get further in her education. Only prepared for jobs available to them.

- **Program and Class Structure: 2 (Linda)**

They did not have many classes inspiring kids to go through higher aspirations. Women took typing, home economics, nursing, and teaching classes. Males took physical labor, manufacturing and basic class.

- **Program and Class Structure (Kathy)**

She among all the students had to take industrial classes one year art, another home economics and sewing, the third wood shop, etc. They were expected to take all the general education classes.

- **Programs and Class Structures 2 (Kathy)**

She enjoyed business type courses and typing computer courses. She went to further education for this. She was placed in average classes.

- **Feelings about her education (Kathy)**

Going through school in Millinocket Maine she had great teachers and a wonderful learning experience. She hated science and English. Feel good about it but wish I had finished.

- **Feelings about her education (Linda)**

They were great college bound courses that prepared her for the vigorous academic life ahead.

- **Advice For School (Kathy)**

Add more foreign language courses and start having students learn foreign language earlier in life. Because much of the world speaks different language.

- **Advice for school (Linda)**

Do a better job preparing kids for the future. She is forced to point her kids in the direction of college but not all students are interested in pursuing a college career. They need to be more prepared.